DOCUMENT RESUME

ED 238 119 EA 016 212

AUTHOR Nielsen, Earl T.
TITLE Instructional Aides.
INSTITUTION San Mateo County Office of Education, Redwood City, CA.
PUB DATE Jul 77
NOTE 58p.
AVAILABLE FROM San Mateo County Office of Education, Public Information Office, 333 Main Street, Redwood City, CA 94063 ($3.00).
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrative Policy; *Administrator Responsibility; Elementary Secondary Education; *Employment; Inservice Education; Legal Responsibility; Personnel Evaluation; *Personnel Selection; Recruitment; Supervision; *Teacher Aides

ABSTRACT

This monograph is designed to assist administrative school personnel in selecting, training, and retaining the best qualified instructional aides available. It covers five areas: (1) employment procedures--outlining important points under recruitment, applications, examinations, interviews, and selection; (2) payroll procedures--outlining how to reach an understanding with the potential employee on dutues, titles, and salary and benefits; (3) supervision for the aide--providing orientation and inservice training to the aide; (4) performance appraisal--reviewing the improvement of the aide's performance, with suggestions for seven procedural steps, a sample task list, contract, and evaluation form; and (5) legal aspects--the need to review relevant local and state laws prior to hiring instructional aides; included are reviews of sections of the education code. For instructional aides to add to the total educational program, adequate attention must be given to these areas if the aides are to be successful. The appendix includes examples of forms and successful procedures, as well as citations of selected references for further study. (MD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

san mateo county office of education

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. R. Kent

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED238119

instructional aides

- employment
- payroll procedures
- supervision
- performance appraisal
- legal aspects

EA 016 212

THIS MONOGRAPH IS ONE OF A SERIES OF MONOGRAPHS ON APPLICATION OF MANAGEMENT PRINCIPLES TO EDUCATIONAL ORGANIZATIONS.

*Comprehensive Needs Assessment**

Effective Meeting Management

Establishing Goals and Goal Priorities

Instructional Aides -- Employment, Orientation, Supervision, and Legal Aspects

Interpersonal Communications

Management by Objectives

Managerial Styles

*Organizational Structure and Climate**

*Personnel Evaluation**

Program Evaluation

*School Community Councils and Advisory Boards: A Monograph for Administrators**

Statistics for the Building Administrator, Project Director, Teacher

Time Management

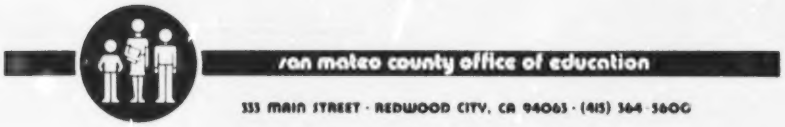
**In Process*

INSTRUCTIONAL AIDES

by

Earl T. Nielsen

Educational Support and Planning Division



J. Russell Kent, Superintendent

July, 1977

TABLE OF CONTENTS

		Page
	Introduction	1
I.	PROCEDURE FOR EMPLOYMENT	3
	Recruitment	3
	Applications	4
	Examination	6
	Interviews	7
	Selection	11
II.	PAYROLL PROCEDURES FOR THE AIDE	13
	Orientation	13
	Processing the Employee Personnel Forms	14
	Employee Benefits	14
	Employee Handbooks	16
III.	SUPERVISION FOR THE AIDE	17
	Orientation	17
	Guide Points	18
IV.	PERFORMANCE APPRAISAL	19
	Administration of the System	20
	Record-Keeping	21
	Types of Systems	21
	Appraisal Interviews	22
	A Suggested Evaluation Process	23
	Possible Tasks for the Instructional Aide	24
	General Tasks	25
	Housekeeping	25
	Non-Instructional	26
	Audio-Visual	27
	Instruction-Related	28
	Contract for Instructional Aide	30
	Aide Evaluation	31

TABLE OF CONTENTS (continued)

	Page
V. LEGAL ASPECTS	32
Rules and Regulations	32
Staffing Ratio	32
Instructional Aide Titles	33
Teacher Presence	33
TB X-Rays	34
Fingerprinting	34
Data Furnished Employee	34
Compensation	34
Benefits	35
Leave of Absence - Illness/Injury	35
Bereavement	36
Vacation	36
Paid Holidays	37
Layoff Notice	37
Unemployment Compensation Coverage	38
Reemployment Preference	38
Layoffs and Reemployment	38
Conclusion	39
SAMPLE FORMS AND PROCEDURES	40
SELECTED REFERENCES	50

INTRODUCTION

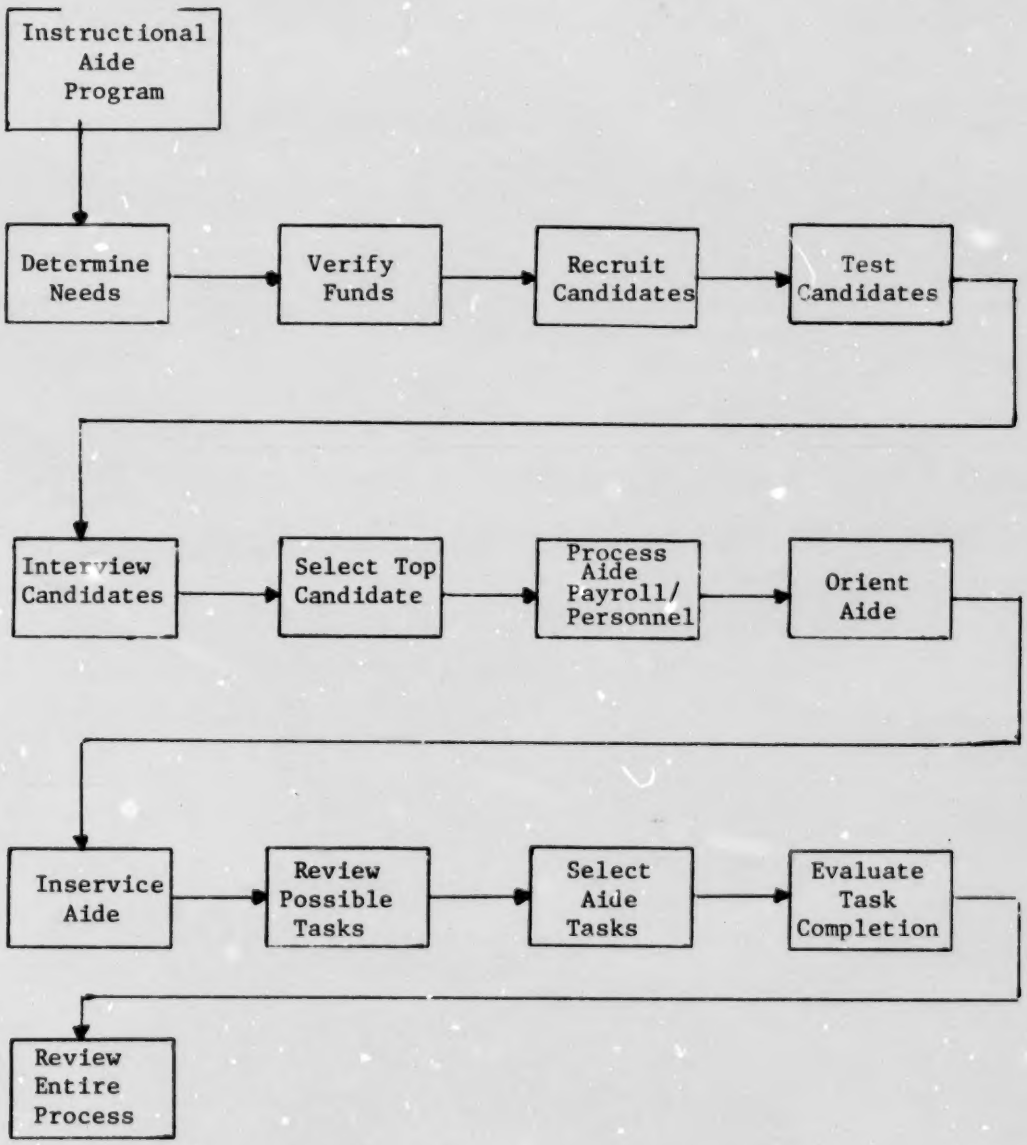
Too often in the past the employment of instructional aides has been spur of the moment and a "Who do you know that would be interested?" type of process. In addition, processing and supervisory procedures were haphazard and lacked uniformity. As a result, not all classrooms have benefited by the presence of aides.

This monograph is designed to assist school personnel with administrative responsibilities in their efforts to secure, train, and retain the best qualified instructional aides available. However, it does not attempt to provide answers for all of the many questions which may arise when school districts are involving instructional aides as part of their instructional program.

The following areas are covered:

I. PROCEDURE FOR EMPLOYMENT
II. PAYROLL PROCEDURES
III. AIDE SUPERVISION
IV. PERFORMANCE APPRAISAL
V. LEGAL ASPECTS

The foregoing five broad areas comprise a number of individual activities. Below are charted the specific processes discussed in this monograph:



I. PROCEDURE FOR EMPLOYMENT

Procedures utilized by the employing agency must be identified and used consistently if a hiring program is to be successful. The basic essentials of good practices are detailed here, but each agency should personalize the steps involved to fit its situation.

RECRUITMENT -- the process through which you attract suitable candidates to compete for a job opening

GOAL -- to obtain the best qualified person for the job

PROCEDURES:

a. Identify the program needs and determine that position FUNDS are available.

b. Select or write the JOB DESCRIPTION that is to be used.

c. Send NOTICE of vacancy and job description to appropriate agencies and individuals:

- Your own employees
- Local parent associations
- Volunteers
- Newspapers
- District schools
- Local colleges and universities
- Special interest groups

GUIDE POINTS:

a. Advertise so people SEE your notice.

b. Produce copy that makes people want to READ your notice.

c. Write clearly in order that people UNDERSTAND your notice.

d. Write to attract QUALIFIED people as applicants.

e. Periodically REVIEW your recruitment procedures.

APPLICATIONS -- a method used to provide the personnel office with written records of applicants and their backgrounds

GOAL -- to provide information about the applicant prior to the interview

PROCEDURES:

a. On a standard application form, an applicant indicates his/her NAME, ADDRESS, PHONE NUMBER, and SOCIAL SECURITY number.

b. Additional information is usually requested:

- EDUCATION and training
- WORK experience -- type, amount, and names of previous employers
- MILITARY service
- SUPPLEMENTAL SKILLS; languages, etc.

- HEALTH
- Conviction of CRIMES
- Job related additional information

GUIDE POINTS:

a. Don't try to include everything on an application blank.

b. REVIEW each item on the application to determine if it is useful.

c. Check to see that the questions do not VIOLATE any federal, state, or local laws.

d. Have an ORDERLY method of checking applications.
   - Review application for completeness and requirements.
   - Review and assess information given.
   - Start evaluation process including testing and interviewing.
   - Check references.
   - Refer to management for employment consideration.
   - Conduct pre-employment interview and make job offer.
   - Make appointment and establish payroll and personnel records.

e. Periodically review your application procedures.

EXAMINATIONS -- methods used to select applicants for employment

GOAL -- to locate the best individual from among the group of people available for employment

PROCEDURES:

a. Determine the method or METHODS TO BE USED in the examination process:
   - Written TESTS
   - Review of APPLICATIONS
   - Reference CHECKING
   - INTERVIEWS
   - Field INVESTIGATIONS

b. Select device or devices to be used in terms of what is desirable and most economical and, in some cases, what is legally required. Keep copies of materials you develop.

c. Test methods used must be JOB-RELATED and should not exclude a disproportionate percentage of any group. There are basically two methods of VALIDATING TESTS:
   - Measure present employees in a particular job. Relate test results to the supervisors' evaluations or other criteria of employee performance.

- Test new employees when they're hired; file the test results; and later determine the relationship between the test results obtained at the time of hiring and the success of the employees on the job after a period of time.

GUIDE POINTS:

a. Test methods are checked against identified CRITICAL TASKS in a specific job. Critical tasks in job performance are those duties that are ultimate determinants in job success. In other words, if they are performed poorly, an individual may be fired or demoted.

b. MULTIPLE CHOICE questions are by far the most popular type test.

c. PERFORMANCE TESTS are used where a particular skill such as typing is required.

d. PUBLIC RELATIONS must be emphasized in the examination process. Candidates must be treated courteously and impartially.

e. Periodically REVIEW your examination procedures.

INTERVIEWS -- a procedure of meeting face-to-face with the candidate

GOAL -- to meet with the applicant for the purpose of getting and exchanging information.

PROCEDURES:

a. The "selection" job interview is ideally conducted by the person delegated the responsibility for making the final selection.

b. The interview is an opportunity to ASSESS the applicants in certain areas:

- JOB INTEREST
- MOTIVATION
- PEOPLE RELATIONS

c. The interviewer should be PREPARED for the interview:

- Know the job for which you are hiring; REVIEW JOB DESCRIPTION.
- Know what KIND OF PERSON is needed.
- Know the SALARY range and BENEFITS the the job offers and what will be expected from the individual.
- Plan for adequate TIME and SPACE to conduct the interview.
- Know and notify THOSE to be INVOLVED in the interview in ample time.

d. There are certain suggestions for conducting the interview:

- REVIEW the application -- is it complete? Are all of the years accounted for?

- ENCOURAGE the applicants to talk.
  - Questions asked should be phrased so they cannot be answered with a "yes" or "no."
  - Certain words result in open-ended or closed question:

Open	Closed
What	Is
When	Do
How	Has
Who	Can
Where	Will
Which	Shall

  - Avoid any controversy in the interview.
  - Avoid leading questions that suggest a certain answer.
- KNOW the four types of listening responses:
  - PAUSE: Look at speaker
  - CASUAL REMARK: "I see." "Is that so?" "That's interesting."
  - ECHO: Repeating back the last few words the speaker said.
  - MIRROR: Reflecting back to speaker your understanding of what he/she said.

- Follow up on key thoughts with an open-ended question.
- Interviewer's role should be that of a LISTENER.
- Interviewer should constantly MAKE OBSERVATIONS:
  - Physical appearance
  - Mannerisms
  - Speech
  - Does applicant contradict himself/herself?
  - Does it appear he/she liked the people he/she worked with?
  - Does he/she complain?

e. Panel interviews have certain essential steps:
- Select COMPETENT MEMBERS
- Orient panel and provide a TRAINING session.
- Arrange for adequate FACILITIES.

GUIDE POINTS:

a. The interview chairperson should provide the INTRODUCTIONS.

b. Everyone should be seated at the SAME table.

c. Interview team members should be NON-COMMITTAL during the interview.

d. The chairperson should hold the interviews to a reasonable SCHEDULE.

e. Consideration should be given to having a PATTERNED interview. Specific questions are determined prior to the interviews and are asked of all interviewees.

f. SAMPLE questions:

- "Tell us why you are interested in this position."
- "What do you think you have to offer this position?"
- "What qualities and characteristics would you expect to find in an employee in a position like this one?"

g. Evaluate your interview procedure periodically.

SELECTION -- determining which of the candidates will be recommended for hiring

GOAL -- to select the best possible individual for the vacant position in question

PROCEDURES:

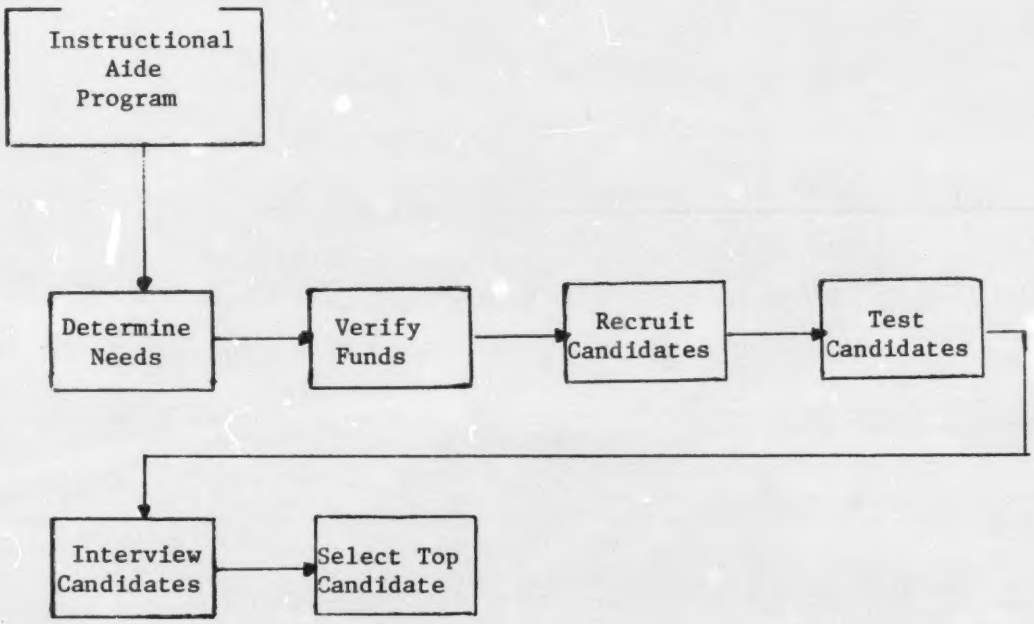
a. Review APPLICATION MATERIALS and check the REFERENCES.

b. Review the RECOMMENDATIONS made by the interview committee.

c. Verify that position FUNDS are still available.

d. Individual entrusted with the hiring CONFIRMS recommendation in writing to personnel.

The processes utilized thus far in this monograph regarding the hiring of instructional aides are charted as follows:



II. PAYROLL PROCEDURES FOR THE AIDE

Prior to a commitment to an individual for hiring, all candidates should have an understanding of what the remuneration will be for the position in question. Once an individual candidate is selected, the monetary questions should again be answered prior to making a final commitment for employment. When there is a meeting of the minds as to salary, etc. and the employee has been hired, processing through payroll must take place.

ORIENTATION -- the introduction of the individual to the position

GOAL -- to inform the new employee about the position he/she is filling

PROCEDURES:

a. Reach an understanding with the employee as to the position DUTIES, RESPONSIBILITIES, TITLE, SALARY, and TAKE-HOME PAY. All of these understandings should be in writing.

b. Be sure that the employee understands who will be his/her SUPERVISOR.

c. Verify the HOURS of duty and any variations in them.

d. Note WHEN and WHERE the employee is to report for work and the general conditions of employment.

e. PROCESS the employee in the personnel department:

- APPLICATION form
- Negative TB X-RAY or skin test
- LOYALTY OATH
- EMERGENCY CARD
- Federal WITHHOLDING form
- State WITHHOLDING form
- Verification that FINGERPRINTS were taken
- Xerox copy of SOCIAL SECURITY card
- CERTIFICATE or license, if required
- Written supervisor employment RECOMMENDATION

f. Employee BENEFITS should be noted:

- SOCIAL SECURITY (OASDI) coverage and membership in the PUBLIC EMPLOYEE'S RETIREMENT SYSTEM (PERS) are coordinated. A classified employee who serves a minimum of eighty-seven (87) hours in any given month automatically becomes a contributing member of both OASDI and PERS.
- STATE UNEMPLOYMENT INSURANCE benefits cover all classified employees.

- HOLIDAYS falling within the school calendar year are considered as paid workdays for aides who are in active status.
- SICK LEAVE is granted to all aides in proportion to the time worked.
- VACATION earned is credited to aides in proportion to time worked; they are usually compensated at the end of the school year in salary, not time off. To quote Education Code Section 13651.7(c):

  "....vacation credit shall be computed at the rate of .03846 for each hour the employee is in paid status, not including overtime."

  Example:

.03846	vacation credit rate
x 600	aide hours worked one year
23.07600	x $4.00 (hourly rate) = Vacation Compensation Due $92.30

- GROUP MEDICAL INSURANCE can only be granted to those aides who work a minimum of four hours daily.
- LEAVES should be detailed in district policy.

g. EMPLOYEE HANDBOOKS are helpful when they contain information regarding:

- Classified policies and regulations
- Organization guidelines
- Recruitment
- Selection
- Appointment
- Equal employment opportunity
- Promotions and transfers
- Employment conduct
- Grievance procedure
- Salary guidelines
- Leave benefits
- Health benefits
- Insurance benefits
- Other benefits

GUIDE POINTS:

a. Be certain that employment of the individual has been approved by the hiring authority before he/she is on the job.

b. Be certain that employee has been processed by personnel and payroll before he/she starts work on his/her assignment.

c. Periodically review and evaluate your payroll procedures.

III. SUPERVISION FOR THE AIDE

Once an aide is employed, the process of assisting that individual to become an integrated member of the working team begins. Most individuals do not feel comfortable when entering a strange situation. Specific supervision steps must be taken to overcome the problems and concerns of the new employee.

ORIENTATION -- introduction of the new employees to their place of work

GOAL -- to make new employees feel welcome, accustom them to rules and regulations, and otherwise acclimate them

PROCEDURES:

a. Provide personal INTRODUCTIONS.

b. Take TOURS of appropriate facilities.

c. Explain administrative PROCEDURES.

d. Provide INSERVICE training for the aide:

- Schedules
- Methods
- Resources
- Roles and relationships
- Evaluation

e. Inservice CHOICES should be examined in five areas to determine if they will be initiated.

- What CHANGE is required?
- Will inservice training effect the change?
- What will it COST?
- Is the cost worthwhile and affordable?
- What PRIORITY should this inservice have?

f. PAYROLL and ATTENDANCE requirements are reviewed.

GUIDE POINTS:

a. Start with what the aide actually knows now and build on it.

b. Teach only so much at a time.

c. Use practice and repetition to help achieve proficiency.

d. Demonstrate and illustrate.

e. Make allowances for INDIVIDUAL DIFFERENCES.

f. Create a feeling of confidence in the aide.

g. Allow the aide freedom to make mistakes.

h. Make sure aide knows what is expected of him/her.

i. FOLLOW-UP inservice to see if the aide understands.

j. Use a VARIETY of presentation methods with an individual or group:

- Lecture
- Panel or symposium
- Conference
- Demonstration
- Simulation
- Case studies
- Role playing
- Informal group techniques

k. Periodically REVIEW and EVALUATE the supervision that is provided for the aide.

l. TEACHERS should receive inservice training which would:

- Detail the assignment of the aide.
- Emphasize acceptance of aides.
- Stress communication with the aide.
- Provide ideas for teacher-aide instructional teams.

IV. PERFORMANCE APPRAISAL

All employees need to have their efforts reviewed periodically. Specific procedures directed at improving employees' individual efforts can play a vital part in maintaining and improving the performance of any group of people. Aides can benefit greatly from a performance appraisal system because most are not trained in classroom techniques.

PERFORMANCE APPRAISAL -- a review of an employee's performance

GOAL -- to measure an individual employee's performance against the yardstick for his/her job

PROCEDURES:

a. Develop criteria for the particular aide position you wish to evaluate.

- Criteria should be related to WORK STANDARDS.
- Criteria can be common to all jobs or specifically related to certain jobs.
- DON'T have too many rating factors.
- Criteria should have some OBJECTIVE basis.
- Criteria should be related to the objectives of the PROGRAM.

b. Administration of the System

- All aides should be evaluated PERIODICALLY.
- The SUPERVISOR of the aide should do the evaluating.
- There should be some provision for SELF-EVALUATION.

- Inservice training should be provided for both new and returning aides.
- Evaluations should be based on FACTUAL information.
- Provision should be made for INSERVICING the evaluators.

c. Record-Keeping

- Should relate to position criteria.
- Should support any rating which is given.
- Should be dated and signed.

d. Types of Systems

- CHECKLISTS of performance traits appropriate for the position being evaluated.

  Examples of items on a checklist:

  - Has good knowledge of job.
  - Has to be reminded of duties.
  - Learns new work rapidly.

- RANKING of employees (main disadvantage of this method: It fails to take into account that the entire group may well be above or below average.)
- NARRATIVE methods simply describe the employee's performance.

e. Appraisal Interviews

- "Heart of the performance appraisal"
- Steps involved:
  - Physical site should be PRIVATE.
  - Appraisal FORM should be the basis for the interview.
  - POSITIVE approach to appraisal should be taken.
  - Discussion should be JOB-CENTERED.
  - Discussion should be TWO-WAY.
  - Should be CONSTRUCTIVE.

f. Follow-up

- Follow-up with the aide on the areas where assistance is needed.
- Keep detailed records of follow-up.

g. Appraise Evaluation System

- Periodically review your evaluation procedures -- get feedback from supervisors and employees.
- Review evaluation in light of the job criteria.
- Be willing to raise or lower goals for appraisal system.

A SUGGESTED EVALUATION PROCESS:

For those who have never been involved in the evaluation of personnel, the question always arises as where to start. The aide's handbook developed by the San Mateo County Office of Education suggests a practical method for developing an individualized evaluation process with each aide.

Initially, the teacher and aide review a broad list of tasks wherein an aide might assist. (This form follows and is titled "Tasks for the Instructional Aide.") Following the review, an agreement is reached as to the specific tasks which the aide will perform over a set period of time. (It is included herein as "Contract for Instructional Aide.") The evaluation is then based upon the mutually agreed to items listed on the contract. (See the form titled "Aide Evaluation.")

In all, three evaluation procedures are suggested:

Initial -- an examination made prior to the aide's involvement

Interim -- ongoing evaluations made while the aide is working in the program

Final -- the evaluation process which is completed at the conclusion of the evaluatee's work period

Each of the forms following should be revised and adapted to the individual needs of a particular situation. It is suggested that those who will be affected by the revised adoption should be involved in determining its final form. With involvement comes commitment.

- -

POSSIBLE TASKS FOR THE INSTRUCTIONAL AIDE

The list which follows is merely suggestive of the range of tasks with which aides can become involved. It will help both aide and teacher to define the aide's responsibilities, plan daily activities, and identify areas in which the aide requires training or orientation. These agreed upon responsibilities may then be recorded in an aide contract.

POSSIBLE TASKS FOR THE INSTRUCTIONAL AIDE	Comfortable with this area	Need some info about this task	Not yet able to deal with this task
GENERAL			
Collecting money from students			
Filing			
Typing			
Duplicating, collating, etc.			
Requisitioning supplies and materials			
Keeping attendance records			
Scoring tests			
Filling out report cards			
Maintaining classroom inventories			
Managing the classroom library			
Helping maintain student work folders			
Helping schedule parent-teacher conferences			
Preparing newsletters and bulletins			
HOUSEKEEPING			
Preparing and supervising pupil work areas			
Mixing paints for art instruction, putting down drop cloths, etc.			
Arranging instructional materials for accessibility			

POSSIBLE TASKS FOR THE INSTRUCTIONAL AIDE (Continued)	Comfortable with this area	Need some info about this task	Not yet able to deal with this task
Supervising pupil cleanup time			
Keeping bulletin boards current and neat			
Watering plants and tending pupil classroom projects			
Preparing and serving refreshments			
Arranging interesting and inviting corners for learning: science or recreational reading areas, investigative areas			
NON-INSTRUCTIONAL			
Gathering and distributing materials			
Collecting homework and test papers			
Helping supervise students in the playground or cafeteria			
Supervising the loading and unloading of school buses			
Helping with indoor games on rainy days			
Organizing and supervising the intramural athletic program			
Making arrangements for special classroom resource speakers			
Displaying pupil work			

POSSIBLE TASKS FOR THE INSTRUCTIONAL AIDE (Continued)	Comfortable with this area	Need some info about this task	Not yet able to deal with this task
Helping children with their clothing			
Telephoning parents to pick up a sick or injured child, or to verify absences			
Supervising club meetings			
Assisting committees engaged in special projects -- constructing, researching, or experimenting			
Helping settle pupil disputes or quarrels			
Helping in the preparation of assembly plays and programs			
Accompanying a child to the office, nurse's room, etc.			
Caring for preschool children during parent-teacher conferences, lectures, and other events			
Helping the teacher supervise students on field trips			
AUDIO/VISUAL			
Ordering and returning films, filmstrips, and other A/V materials			
Procuring and returning A/V equipment			
Setting up and operating overhead projectors, slide viewers, and other instructional equipment			

POSSIBLE TASKS FOR THE INSTRUCTIONAL AIDE (Continued	Comfortable with this area	Need some info about this task	Not yet able to deal with this task
Previewing films and other A/V materials			
Preparing introductions to give children background for viewing A/V materials			
INSTRUCTION-RELATED			
Correcting standardized and informal tests and preparing pupil profiles			
Correcting homework and workbooks, noting and reporting weak areas			
Helping the teacher prepare informal tests and other evaluative instruments			
Preparing instructional materials -- cut flash cards, charts, transparencies, etc.			
Collecting and arranging displays for teaching purposes			
Tutoring individual children: the bright or slow learners			
Reviewing, summarizing, or evaluating learning			
Tutoring children who miss instruction because they were out of the room for special work -- remedial reading, speech therapy, etc.			
Helping pupils who were absent to get caught up with the rest of the class			

POSSIBLE TASKS FOR THE INSTRUCTIONAL AIDE (Continued)	Comfortable with this area	Need some info about this task	Not yet able to deal with this task
Assisting children with written compositions, especially with spelling, punctuation, and grammar			
Listening to the children's oral reading			
Instructing children in the safe and proper use of tools			
Teaching etiquette and good manners			
Assisting the teacher in special demonstrations in science, art, etc.			
Providing accompaniment in music classes			
Reading aloud and storytelling			
Helping pupils find reference materials			
Reading, spelling, or vocabulary lists			
Supervising pupil laboratory work			
Putting written and number work on the blackboard			
Assisting is drill work with word, phrase, and number flash cards			
Supervising children staying after school			
Assisting and checking pupils in seatwork			

CONTRACT FOR INSTRUCTIONAL AIDE

The "Possible Tasks for the Instructional Aide" may then serve as the basis for the selection of items for an instructional aide contract.

The form below is to help teachers and aides to plan effectively to make the best use of their time and to evaluate thc aide's performance.

SAMPLE INSTRUCTIONAL AIDE CONTRACT

Aide's Name _____ Date _____

Work Location _____

Task Proposed	Pupils to be Assisted
1.	
2.	
3.	
4.	
5.	

Signatures: Evaluator _____

Evaluatee _____

SAMPLE AIDE EVALUATION

Aide's Name_____ Date_____

Evaluator's Name:_____

Performance Scale: 3 - strong
2 - adequate
1 - needs help

Task/Skill Areas (specify)	Initial	Interim	Final
1._____			
2._____			
3._____			
4._____			
5._____			
6._____			

Comments by Evaluator:_____

_____

_____ Signed:_____

Comments by Aide:_____

_____ Signed:_____

V. LEGAL ASPECTS IN THE AIDE PROGRAM

Prior to utilizing aides in a program, a review should be made of the local and state laws related to their employment. In this section are included some of the Education Code sections which are important to know.

LEGAL REQUIREMENTS -- that which is specified and required by the Education Code or other legal entities

GOAL -- to utilize personnel practices which meet all federal and state legal requirements

PROCEDURES:

a. Legal Code Sections -- guide the district in utilizing aides:

- Rules and Regulations -- the governing board of the school district shall prescribe written rules and policies governing the personnel management of the classified service, which shall be printed and made available to classified employees (Ed.Code Section 13583).
- Instructional Aides and Staffing Ratio -- instructional aides shall not be utilized to increase the number

of pupils in relation to the number of classroom teachers in any school (Ed.Code Section 13599.2).

- Instructional Aide Titles -- "All instructional aide positions in a school district shall be assigned the basic title of 'instructional aide' or other appropriate title designated by the governing board. To provide for differences in responsibilities and duties, additions to the basic title may be assigned, such as 'instructional aide I or II, or 'instructional aide-volunteer, or other appropriate title (Ed.Code Section 13599.2)."
- Instructional Aide and Teacher Presence -- "An instructional aide need not perform such duties in the physical presence of the teacher, but the teacher shall retain his responsibility for the instruction and supervision of the pupils in his charge (Ed.Code Section 13599.4)."

- TB X-Rays -- "The initial examination shall be made prior to employment unless the person has had such an examination within sixty (60) days of the employment date, such examination shall be required each four years, or oftener if directed by the Governing Board (Ed.Code Section 11708)."
- Fingerprinting of Employees -- all new employees are required to be fingerprinted (Ed.Code Sections 13587-13588).
- Data Furnished Employee -- "Upon initial employment and upon each change in classification thereafter, each classified employee shall be furnished two copies of his class specification, salary data, assignment or work location, together with duty hours and the prescribed work week.... (Ed.Code Section 13607)."
- Compensation -- "The school district shall pay to each person employed as an instructional aide compensation at

a rate not less than the minimum hourly rate prescribed by federal law (Ed.Code Section 13599.8)."

- Benefits of Part-time Classified Employees -- "Regularly employed part-time classified employees shall be entitled to sick leave, and all other benefits conferred by law, and all vacation, maternity, and other leaves and benefits granted by the governing board to the majority of the regular full-time employees; but such leaves and benefits may be pro-rated . . . (Ed.Code Section 13593)."
- Leave of Absence for Illness or Injury -- "A classified employee employed less than five days per week shall be entitled to that proportion of 12 days leave of absence for illness or injury as the number of days he is employed per week bears to five . . .When such persons are employed for less than a full fiscal year of service this and the preceding

paragraph shall determine that proportion of leave of absence for illness or injury to which they are entitled . . .A new employee of the district shall not be eligible to take more than six days, or the proportionate amount to which he may be entitled under this section, until the first day of the calendar month after completion of six months of active service with the district (Ed.Code Section 13651.1)."

- Bereavement -- "Every person employed in the classified service shall be granted necessary leave of absence, not to exceed three days, or five days if out of state travel is required, on account of the death of any member of his/her immediate family (Ed.Code Section 13651.1)."
- Vacation -- "For all employees regularly employed for fewer than 35 hours a week, regardless of the number of hours or days worked per week, the vacation credit shall be computed at

the rate of .03846 for each hour the employee is in paid status, not including overtime (Ed.Code Section 13651.7(c))."

- Paid Holidays -- "All employees a part of the classified service shall be entitled the following paid holidays provided they are in a paid status during any working day immediately preceding or succeeding the holiday . . .(Ed.Code Section 13656)." For aides this usually includes basic classified holidays falling within the school year.
- Layoff Notice -- notification of layoff must be made by written notice on or before May 29 of any year when expiration of specially funded programs or a bona fide reduction or elimination of services occur. All classified employees are to receive 30 days notice if layoff is to affect them. Notice must inform of transfer and reemployment rights (Ed.Code Section 13583.7).

- Unemployment Compensation Coverage "Every regularly employed classified school employee employed by any governing board of any school district. . .shall be covered for unemployment insurance. . .(Ed.Code Section 13658)."
- Reemployment Preference of Persons Laid Off -- "Persons laid off because of lack of work or lack of funds are eligible for reemployment for a period of 39 months and shall be reemployed in preference to new applicants. (Ed.Code Section 13737)."
- Layoffs and Reemployment of Classified Employees -- "Classified employees shall be subject to layoff for lack of work or lack of funds. Whenever a classified employee is laid off, the order of layoff within the class shall be determined by length of service. The employee who has been employed the shortest time in the class, plus higher classes, shall be laid off first (Ed.Code Section 13746)."

CONCLUSION

Instructional aides can add a great deal to the total educational program provided for the students in any school. The word "can" should sensitize the educational planner to the fact that adequate attention must be given to a number of areas when dealing with aides if their use is to meet with success. As a further assist in covering these areas, other information has been included in the appendix which gives examples of sample forms and procedures that have been successful in the schools.

SAMPLE FORMS AND PROCEDURES

OUTLINE FOR TEACHER INVOLVEMENT IN THE INSTRUCTIONAL AIDE PROGRAM

I. The Planning Stage

A. Writing the objectives of the program

1. Teachers explore the rationale for utilizing aides.
2. Teachers inventory their duties to identify tasks which could be performed by aides.
3. Teachers plan and discuss a possible new role for the teacher involving higher-level functions.

B. Determining the number and kind of aides to propose

1. Teachers classify aide duties as instructional or clerical and estimate time involved.

C. Writing the job description

1. Teachers submit suggestions for aide's duties or react to proposed description.

D. Selling the board

1. Teacher representatives assist in developing the proposal and presenting it to the superintendent and board of education.

E. Developing the instructional aide handbook

1. Teacher representatives develop the handbook or assist in its development.

F. Screening teacher-aide candidates

1. Teachers who will work with the aide participate in the interview.

This outline is intended to suggest opportunities for involving teachers in the program. It is not necessary to involve them in all of the ways suggested, but step A should be considered mandatory.

SAMPLE HIRING RECOMMENDATION FORM

DISTRICT_____

Personnel Department

Date:_____

TO: Personnel

FROM: _____School/Dept._____

SUBJECT: Recommentation to hire_____

for the position of_____

1. Interview Team Members:_____

2. Candidates Interviewed:_____

3. Minority Candidates Interviewed:_____

4. Candidate Recommended:_____

Briefly, please indicate why this candidate was selected:

5. Phone References:_____

Comments:_____

6. Principal's Signature:_____

SAMPLE INSTRUCTIONAL AIDE AGREEMENT

Instructional Aide Project

Terms of Agreement for Instructional Aide

I understand that if I am accepted as an instructional aide

I will agree to these conditions:

1. Instructional aides will treat anything they learn about students, teachers, or parents as confidential.

2. Aides may withdraw from the project at any time or the school may discontinue the employment of the aide. As much advance notice as possible should be given by either party.

3. During the school year , aides will be employed by the School District in non-instructional positions. They will not be subject to certification requirements nor entitled to the benefits of professional personnel employed by the school system. They must, however, recognize the right of the school to direct and supervise their work.

4. If sickness or other family difficulties cause a few days absence on the part of the aide, the aide will inform the teacher as promptly as possible so that a substitute aide may be secured.

5. The rate of pay shall be per hour.

6. A time record is to be kept by the aide and sent to the Office each Friday. Forms will be provided.

7. The aide will report for duty on the first day of school, unless another beginning date is set by the principal.

_____
Signature

_____
Date

Assignment: _____ School

_____ Hours per day (exclusive of the lunch period)

SAMPLE AIDE ORIENTATION PLAN

Paid Aide Orientation Meeting

A Suggested Outline/Checklist

An early fall orientation meeting sets the tone for the year. Accordingly, it is important that participants:

- convey intent to communicate with aides as respected adult co-workers.
- present helpful, clear information in specific, well prepared presentations.
- give candid responses to questions.

Many aides perceive the "District" as a remote, unknown entity: unconcerned bureaucracy at best, hostile adversary at worst. Efforts must be made to introduce the key members of the "District" to the aides so they may perceive them as warm human beings. It is important to affirm the necessity of working together toward the common goals of the community in regard to our children.

Arrangement For Meeting: (2 hours)

____Arrange convenient date with participants during first two weeks of fall term.

____Outline meeting goals and organization with participants; give speech time limitations.

____Arrange for meeting room (Board Room), coffee.

____Write and send notices:

- one each paid aide
- one each school for posting
- one each principal
- one each participating speaker
- one each school volunteer coordinator
- copies for files
- one for Asst. Supt. for Instruction

____Remember to get to meeting 45 minutes early to plug in coffee!

Outline For Meeting Content:

____Greet aides and introduce meeting

____District Goals

____Curricular Goals

____Description of department/programs

Relationship of each to Aides

Invite and introduce as many program supervisors as are available. Each can then briefly describe own program and how aides function within them.

- Psychologists
- Human relations
- EMR - EH - LD
- NESS
- Title I
- Gifted
- Music
- Library
- IMC
- Art
- Others??

____Hand out and briefly describe District structure chart (Optional)

____Personnel Information

Allow ample time to invite questions

____Information about Unions...Union representatives

____Function of Aide Coordinator...Aide Coordinator

- Consultation
- Information
  - for aides
  - to share ideas among schools
- Provision of consultants for workshops or when particular expertise is needed.
- How to contact A.C. - room, hours, phone, pony, etc.

SAMPLE DAILY EVALUATION FORM

NAME OF CENTER:_____ DATE:_____

NAME OF SUPERVISOR:_____ TIME: (Start)_____

NAME OF TUTOR:_____ (End)_____

NAME OF TUTEE:_____ ON TIME LATE ABSENT

GRADE IN SCHOOL:_____ WHY?_____

ROOM NUMBER:_____ _____

READING LEVEL IN
REGULAR CLASS:_____

SKILL BEING TAUGHT:

PURPOSE:

HOW (List activities):

MATERIALS, SUPPLIES, BOOKS, ETC.:

WHAT WILL I DO TOMORROW:

ATTITUDE: INTERESTED - NOT INTERESTED

TRIED HARD - DID NOT TRY

UNFRIENDLY - NERVOUS - PLAYFUL

DID NOT UNDERSTAND

(Why)

HOW COULD I IMPROVE TODAY'S SESSION?

SIGNED:

_____

SAMPLE TEACHER-AIDE RATING SCALE

Each teacher to whom an aide is assigned should evaluate the aide independently.

E - Excellent N - Needs improvement
S - Satisfactory U - Unsatisfactory

Teacher-Aide _____

	E	S	N	U
I. Relationship with Teacher				
A. Cooperativeness				
B. Enthusiasm.				
C. Flexibility				
II. Relationship with Children				
A. Interest in Children.				
B. Control				
C. Children's Reaction to Aide . . .				
III. In-class Assistance				
A. Tutorial Ability.				
B. Supervision of Children				
C. Housekeeping.				
IV. Clerical Duties				
A. Efficiency (Speed and Promptness)				
B. Caliber of Work				
C. Ability to Follow Directions. . .				
V. Other Factors				
A. Attendance.				
B. Punctuality				
C. Initiative.				

One teacher in the cluster should discuss the evaluation with aides. This should be in general terms rather than a review of each evaluation. Any unsatisfactory rating will be discussed with the aide by the teacher and the principal.

Aide's Signature _____ Teacher's Signature _____

SAMPLE INSTRUCTIONAL AIDE EVALUATION SHEET

Name of Teacher Aide_____ Date_____

School_____ Assigned Area_____

	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY	COMMENTS
APPEARANCE				
ATTENDANCE				
INTEREST				
RELIABILITY				
PERSONALITY				
EFFECTIVENESS				

Have you observed the performance of this individual?

( ) Yes ( ) No

Special Skills and Aptitutes (Indicate):

_____

_____

Additional Comments:_____

_____

Recommendation for continuation in the program:

( ) Yes ( ) No

If you checked "NO," kindly explain._____

_____

_____

Signature:

_____

Position:

_____

SELECTED REFERENCES FOR FURTHER STUDY

Beegle, Charles W., and Richard M. Brandt. *Observational Methods in the Classroom.* Washington, D.C.: Association for Supervision and Curriculum Development, 1973.

Bolton, Mary Jane. *Handbook for Instructional Aides 1973.* Rocklin, Calif.: Sierra College, 5000 Rocklin Road, 95677.

Brighton, Howard. *Handbook for Teacher Aides.* Midland, MI: Pendall Publishing Co., 1972.

Brotherson, Mary Lou, and Mary Ann Johnson. *Teacher Aide Handbook: A Guide for New Careers in Education.* Danville, IL: Interstate Printers and Publishers, Inc., 1971.

Bushell, Don. *The Behavior Analysis Classroom.* Lawrence, KA: Kansas University. Available from Follow Through Project, Department of Human Development, University of Kansas.

Crispin, David B. *Profile of Interaction in the Classroom.* Minneapolis: Association for Productive Teaching.

Da Silva, Benjamin and Richard D. Lucas. *Practical School Volunteer and Teacher-Aide Programs.* West Nyack, NY: Parker Publishing Co., Inc., 1974.

Erikson, Erik H. *A Healthy Personality for Every Child: A Digest of the Fact Finding Report to the Midcentury White House Conference on Children and Youth. 1951.*

Finacom, Mrs. Vernon. *School Volunteers are Here to Stay!* California PTA, 17th District, 333 Main Street, Redwood City, CA. 94063.

Gattmann, Eric H. and William Henricks. *The Other Teacher.* Belmont, CA: Wadsworth Publishing Co., 1973.

Glasser, William. *Schools Without Failure.* New York: Harper & Row Publishers, 1969.

Hartman, Judith. *The Other Adult in the Classroom,* reproduced by the Napa County Superintendent of Schools, 4032 Maher Street, Napa, CA 94558, telephone (707) 224-3151.

Holtzclaw, Kent. *Teacher Aide Handbook.* Shasta County Superintendent of Schools, 2460 Hospital Lane, Redding, CA 96001, telephone (916) 246-5181.

Jordan, Thomas E. *America's Children: An Introduction to Education.* Chicago: Rand McNally & Co., 1973.

Laffey, James, and Phyllis Perkins. *Teacher Orientation Handbook.* Washington, D.C.: National Reading Center, 1776/Right to Read/1976, 1776 Massachusetts Ave., N.W.

Lundblad, Helen, and Carl B. Smith. *Tutors Trainers Handbook.* Washington, D.C.: National Reading Center, 1776/Right to Read/1976, 1776 Massachusetts Ave., N.W.

Lutz, Jack L. *A Training Manual for Classroom Aides.* Siskiyou County Schools Office. Distributed by: Northern California PACE Center, California State University, Chico.

McManama, John J. *An Effective Program for Teacher-Aide Training.* Los Angeles: Parker & Son Publications, Inc., 1972.

Madsen, Clifford K, and Charles H. Madsen. "You are Already Using Behavior Modification...But Until You Know Why and How, You Might be Making Mistakes," *Instructor,* October, 1971.

Montessori, Maria. *The Secret of Childhood.* Notre Dame, IN: Fides Publishers, Inc., 1966.

Patterson, Gerald R., and M. Elizabeth Gullion. *Living with Children.* Champaigne, IL: Research Press, 1968.

Reynolds, Maynard. *Exceptional Children in Regular Classrooms.* Minneapolis: University of Minnesota, Department of Audio-Visual Extension, 1972.

Saunders, Jack O.L. et al. *Helping the Teacher Utilize Aides.* Innovative Resources, Incorporated, 1971.

Todd, Vivian Edminston. *The Aide in Early Childhood Education.* New York: Macmillan Publishing Co., Inc., 1973.

Valett, Robert E. *Modifying Children's Behavior.* Belmont, CA: Fearon Publishers, Inc., 1969.

California State Department of Education. *Promising Practices.* State of California Listing of Early Childhood Education Schools. Revised yearly. Obtain from district superintendent or California State Department of Education, Elementary Field Service Team, 721 Capitol Mall, Sacramento, CA. 95814. (916) 322-4040.

Commerce Clearing House, Inc. *Teacher Aide Workshop*. San Rafael, CA: General Programmed Teaching, Commerce Clearing House, Inc.

Humboldt County Schools. *Handbook for Teachers, Aides, Parent Volunteers and the Community*. Eureka, CA: Humboldt County Schools, Courthouse 95501, 1974.

Orange County Department of Education. *Handbook for Instructional Aides*. Santa Ana, CA: Orange County Department of Education, Valencia Elementary School, P. O. Box 11846, 92711.

Orange County Department of Education. *Paraprofessional Handbook*. Santa Ana, CA: Orange County Department of Education, San Joaquin School, P. O. Box 11846, 92711.

San Diego City Schools. *Tutor-Peer Counselor Handbook*. San Diego, CA: San Diego City Schools, 4100 Normal Street, 92103. 1974.

San Diego County Superintendent of Schools. *Helping Hands in the Schools, 1974*. Volunteer Coordinator's Handbook. San Diego, CA: San Diego County Superintendent of Schools, Department of Education, 6401 Linda Vista Road, 92111.

Santa Barbara School District. *Handbook for School Aides 1973*. Santa Barbara, CA: Compensatory Education, Santa Barbara School District, 720 Santa Barbara Street, 93101.